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The purpose of this document is to help teachers stimulate children and provide successful learning experiences in order to develop positive self-concepts. Part I contains lists of suggestions of activities for unsupervised work at the following centers: (1) language, (2) chalk, (3) math, (4) measuring, (5) music, (6) games, toys, and puzzles, (7) library, (8) painting, (9) sewing, (10) cutting and pasting and clay, and (11) science. Part II contains summer learning activities for second and third graders concerning reading, writing, math, science, social studies, topics to talk about, and things to make and do. (DO)

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BOSTON-NORTHAMPTON

LANGUAGE ARTS PROGRAM

ESEA - 1965

PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

PS001591

TITLE: INTEGRATED, INDEPENDENT AND INDIVIDUAL LEARNING ACTIVITIES - FIRST AND SECOND GRADES

SUMMER LEARNING ACTIVITIES - SECOND AND THIRD GRADES

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DATE: September, 1968

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PART I

INTEGRATED, INDEPENDENT AND INDIVIDUAL LEARNING ACTIVITIES FIRST AND SECOND GRADES

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INTRODUCTION

It is fun and rewarding to allow children to express their original ideas through many media. Children, by nature, are anxious and curious to explore, experiment and learn. They also have a natural sense of imagination.

It is up to us as teachers to set the stage to provide these successful learning experiences so that every child can develop a self-concept.

On the following pages are some integrated Language Arts ideas for first and second grades. These independent study activities are to be enjoyed by the children after they have met with their reading group and completed their correlated seat assignment.

Through these activities children's imagination can be released, shared and enjoyed by others and more joy and profit can be found in the studying of language, science, art, math, etc.

SUGGESTIONS FOR UNSUPERVISED WORK AT CENTERS

Daily Plan for use of centers with 3 Reading Groups

GROUP	FIRST 20 MINUTES	SECOND 20 MINUTES	THIRD 20 MINUTES
GROUP I	Instruction period with teacher.	Worksheet or chart assignment related to lesson taught.	Work at centers according to schedule, see below.
GROUP II	Work at centers according to schedule, see below.	Instruction period with teacher.	Worksheet or chart assignment related to lesson taught.
GROUP III	Worksheet or chart assignment related to lesson taught.	Work at centers according to schedule, see below.	Instruction period with teacher.

Daily Schedule for use of centers with 3 Reading Groups

CENTERS	GROUP I	GROUP II	GROUP III
Language Arts Chalk-Talks Math Measuring Music Games, Toys, Puzzles Library Painting Sewing Cut, Paste, Clay	Children's Names	Children's Names Use no more than 4 or 5 centers at one time. Change often, for interest and variety. For example: 2 - such as Painting and Sewing 3 - such as Math, Phonics and Library	Children's Names

SUGGESTED CENTER ACTIVITIES
FOR USE DURING UNSUPERVISED PERIODS

These activities should be introduced one at a time and only after the involved concepts have been taught in an instruction period.

As with any unsupervised work, these activities should always be checked for accuracy by the teacher before the activity is changed. Most of these activities may be checked at a glance.

Many of the activities in the phonics, language, and arithmetic areas may be printed on tagboard, cut apart, numbered, and placed in small boxes or envelopes. They may then be placed neatly on a shelf or table. Children may arrange them on a center table or take them to their own seats. Children need to be taught responsibility in the use and care of such materials.

I. Language Arts Center

1. Make a set of colored magazine pictures mounted on tagboard. Consonant letters printed on small squares of tag to be placed below any object or picture beginning with that sound.

2. Children cut out and mount pictures beginning with S, B, etc. Collect in an envelope labeled with the consonant. Same activity may be used later with blends, vowels, etc. Children may make scrapbooks for each sound.

3. Pictures and words which begin alike on separate cards (tag). Include a few which are different. Child arranges like ones on his desk.

4. S, ed, ing, on cards to be used as headings for lists. Many words with these endings, on small cards, to be arranged under the headings.

5. Three or four basic words in envelope with beginning consonants for possible substitutions. Children make new words by covering beginning consonant with new one. Pictures of new words may be included for matching.

6. Same as #5 above using vowel substitutions or endings substitutions.

7. Finding little words in big words. Cards with both, children match little word under the big one.
USE WITH CARE. The little word must be a root or truly phonetic part of the big word, (into, going, call, bigger, looked, tomorrow, today, wanted, etc.)

8. Word cards in envelope, with endings cards er, ed, ly, etc. Children build new words by adding endings.

9. Permanent sets of color cards and words for matching. Use tagboard.

10. Word cards to classify under certain headings. Lists of things which go together. Pictures may be included.
    Money--nickel, dime, quarter
    Plants--carrots, trees, seeds
    Animals--bird, fish, dog

11. Same as above using opposites to arrange.

12. Same as above using synonyms to arrange.

13. Puzzle - What's Missing? Word cards with beginning consonant (or vowel, or ending) left off. Missing parts on small cards for the child to place. Pictures should accompany the word cards, especially at the beginning.

14. Creative writing. A title and helping words for a story are supplied on the card. Child uses them in his own way to make a story if he so chooses. Words may be scrambled or listed thus:

    Names Little words Action words

    Sometimes include a picture, or an interesting article.

II. "Chalk-Talks" or "Chalk Fun" Center

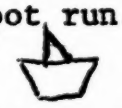
Make a pack of direction cards for guiding work at the chalkboard. Child pulls a card and follows directions at the board.

1. Write your name 5 times.

2. Write numbers to _____.

3. Write numbers to _____ by 2's (or 5's, or 10's).

4. Write your spelling words in a list.

5. Give directions for making a picture.
   Make Spot run.
   Make 3 

6. Write odd numbers from _____ to _____.

7. Make a story with these words.
   Skip--play--ride--with--Billy--can

8. Copy the S words in this list. (List of familiar words.)

9. Writing numerals for numbers and vice versa.

10. Write these numbers in a list so that you show the hundreds, tens, and ones.
    112, 125, 134, 65, 144, 8, 110

11. Write all the even numbers which you see in this list. (List of numbers.)

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III. Math Center

1. Ring Toss, Horse Shoe, or Bean Bag games. Children count or add scores. The room size would determine whether or not this activity should be limited to recesses.

2. Small pictures of numbers of objects corresponding to numbers taught in Grade I. Children match pictures with numbers and number words.

3. Clock faces, commercial or home made. Children place card telling hour under clock as hour is made with movable hands. More clock ideas in Math Handbook.

4. Money. Small pocket chart with pictured money at the top. Place in pockets toy money which corresponds to amount at top but in different coins. (Dime--2 nickels, 10 cents) More money ideas in Math Handbook.

5. Small flannel board or piece of flannel on which children group pictures or scraps of flannel to show groupings, as 2 and 3 and 5. A pack of cards with suggested groupings or with sum only should be used as a guide and for teacher checking.

6. Pictures and ordinal numbers. Child is to place correct ordinal under each picture in a row.

7. Counters such as blocks, pastry cups, wooden spoons, beads, may be used as #5 above.

8. Vocabulary meanings. Clarify with pictures in all sets. Add er and est to known words. (Which is older, oldest)
   smaller, larger (bunnies)
   under, over (bridges)
   before, after, between (train of cars)
   above, below (sky--ground)

9. Sequence pictures of a familiar story. Children arrange in order using ordinal words under.

10. Meaning of numbers. Numbers of cards. Child illustrate with strips of paper in Hundreds-Tens-Ones pocket chart.

11. Matching number cards and Roman Numeral cards.

12. Calendar Quiz. Supply answers on separate cards to be placed on quiz sheet.

13. Addition and Subtraction houses may be used when children are learning addition facts to 10.

14. Months of the year. To be matched with ordinal numbers.

15. Making Magic Squares. Writing numbers as directed according to position in a square.

16. Making Roman Numerals with toothpicks.

IV. Measuring Center

A collection of measuring devices--scales, thermometers (indoors and outdoors), tape measures, rulers, clock faces, various liquid measures, spoons, cups, etc.

A pack of cards giving directions for measuring. Child pulls card and follows directions.

1. Measure to find out - how long is your table? Measure something else in the room.

2. Make a line on the board which is 3 feet long.

3. Measure and mark a board to saw off 6 inches.

4. Find out how many pints of water it takes to fill a quart.

5. Find out how warm it is in our room today and write the temperature on the blackboard. How cold is it on the outside thermometer?

6. How many pounds does your reader weigh? If you carried 6 readers, how many pounds would you carry?

V. Music Center

1. A large cardboard staff on which children may place movable notes to make scales, tonic chords, or a pattern of notes from a song.

2. Radio and T.V. log showing worthwhile musical programs. A chart could be used.

3. Music ladder and scale chart.

4. Display chart with pictures of musical instruments, composers, etc.

5. A ladder with blank steps, syllable names on cards to be placed in order on the ladder.

6. For use on rainy days at recess the Music Center might include song bells and resonator bells for experimentation by the pupils. Cards with the syllables may be used with resonator bells for learning the scale and tonic chord.

7. Also included for rainy days there could be rhythm instruments, some commercial and some made by the children.

VI. Games, Toys and Puzzles

This center may include numerous educational aids correlated with the concepts being presented at the time, and would be replaced as the year progresses. They could be placed on shelves and children should be responsible to keep them neat and orderly. A special table for puzzles is desirable, but children can work them at their seats.

VII. Library Center

Chairs with a table and/or shelves with an attractive variety of books to be read in the center at the child's seat.

A display of book jackets from new books might motivate a child to read several of them. The books might be shared from time to time by telling, showing, dramatizing or illustrating.

Materials for dioramas could be found at another center.

A record sheet should be available so children can record the books they have read. This helps the teacher to know which books are read most, what subjects are preferred and whether the children are reading on their ability levels.

I have found that a two-sided library display rack on casters, a small rocker, and an oval braided rug have been the focal points for a quiet, attractive corner. Children select a book and then sit ot lie down on the rug with their shoes off and proceed to get lost in storyland in their relaxed positions.

VIII. Painting Center

An easel or table set up for two to paint.

Newspapers to protect floor and/or table.

Old shirts minus sleeves to protect clothing. Sleeves of shirts used for paint cloths to clean brushes.

Paint for use in juice cans or milk cartons with tops cut off.

Another can or jar for water for washing brushes.

A jar in which to leave brushes, clean and upside-down.

18" x 24" newsprint or poster paper for painting.

Paper toweling available.

Paint may be previously mixed in some quantity. Place 1/2 powder paint and 1/2 water in jar with lid and shake well to mix. Pour small quantity into cans as needed.

Children should take responsibility in care of the center, especially the brushes.

Brushes should never be left standing on the bristles.

IX. Sewing Center

Box of new cloth pieces. Children may bring leftovers from mother's sewing. Packages of cotton prints and felt may be ordered through the school.

Box of cotton for stuffing.

Spool rack or basket with thread, yarn, pins and needles in a pincushion.

Scissors in a box.

Box with buttons, beads, ribbon, lace, feathers, ric-rac, sequins, wire, etc.

Newspaper or brown paper for cutting patterns.

Stuffed dolls, puppets or animals for motivation or interest.

Perhaps a doll to dress or to finish.

Small looms and jersey loops for weaving pot holders. A small loom for weaving. Squares of wire mesh for weaving yarn designs.

A basket of yarns and two or three pairs of knitting needles. Beginners, of course, would be helped by teacher.

Very simple samplers could be available for those who know or want to know how to cross-stitch.

Pieces of burlap could be available for drawing simple pictures to be outlined in thread or yarn. Children love this after some individual instruction at recess. When some have learned how, they love to help others get started.

Three activities which interest children but are not sewing projects could be carried out by using some of the materials found in the Sewing Center. This instruction should be given all of the pupils so that they will know where to get materials for cloth scrap people, button people, and dioramas.

Be sure to have much variety of colors and textures of cloth. Upholstery samples (discontinued books) are especially good for cloth scrap pictures since they have a ready-made 3-D effect. Suggest to children that they plan very simple pictures with few details. An example of such a simple picture should be posted for motivation. When pieces have been cut and arranged by the child they should be glued in place one by one with rubber cement, which leaves no wrinkles and can be replaced easily.

X. Cut and Paste and Clay Center

If a table and chairs are not available, children may take things from a shelf center to their seats to work with.

Box of paper scraps filed by color.

Small jars of paste, kept covered with lids.

Scissors in scissor's holder.

Bottom half of plastic Clorox bottles for scraps.

Newspapers and paper toweling available.

Some posted cut-outs and paper tearing for seasonal motivation, two or three dimensional.

Working with clay - if possible have a few clay figures painted and fired for motivation.

Something correlated with the room activities or the season will probably be the results of the clay artist.

XI. Science Wonder Box Center

Keep a classroom Science Wonder Box within reach of your pupils. Put a magnifying glass and bits of material to be examined inside the box. New items must be added often and old materials removed. Add such things as wood, bark, pebbles, shells, insects, leaves, flowers, fur and felt, or well-known packets of spices. Attach a card to the box that tells what materials are inside and asks questions about them so that children will have good reason for using classroom or library reference books. Sample question: "Do all bits of wood have the same color?" "Which woods are hard?" "Which are soft?" Another type of box could be used and called a Surprise Box. Children love surprises. A surprise box is a captivating way to catch the primary child's interest and excite his curiosity. Decorate and label a box and place it in a permanent and prominent place in the classroom. This is not to be a rotating center. Each day put a surprise into the box. If you select the Surprise Box for your room instead of the Wonder Box you would place just one item in the Surprise Box. Let the children use their five senses to determine what the item is. For vocabulary development have the children make lists of words that describe the object. For science-related materials, help children observe qualities of materials such as texture, shape, etc. The Surprise Box can be used for story telling and for creative dramatics. Place an object such as an old shoe or a coin in the box. Have some children tell stories about the object and dramatize their stories.

PART II

SUMMER LEARNING ACTIVITIES
SECOND AND THIRD GRADE

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INTRODUCTION

Numerous times I have been asked by concerned and interested parents, "What can I do to help my child continue his learning during the lazy summer months? How can I select the right books for him? How can I help him in math?"

Since the teacher and the parents are really partners in an important task of creating the right atmosphere to provide the child with many and varied experiences so that learning can happen, I decided to assemble the following ideas for summer learning activities.

They are written to the child so that he may choose what he would enjoy doing at the time. Many of these ideas may also be used in the schoolroom.

At the end of the year I select many of these activities, type and duplicate them to send home in the grade card. I discuss them with the children and ask them to tack the sheet up where they can easily refer to it.

As school closes for the year, learning merely shifts to other environments where children should broaden their experiences in freer, less formal learning situations. Since the direction of the summer learning is in the hands of the parents it is important that they be impressed with the need for it to be carried on.

Statistics show that without this encouragement from parents that there is a very high percentage of forgetfulness during the summer months.

READING

1. Do some reading every day.

2. Get books from the nearest library, school library or bookmobile.

3. Read books of your own, silently or to someone.

4. Buy an easy, inexpensive book that you can read by yourself.

5. Exchange books with your friends or neighbors. Always select easy to read books for speed, pleasure and comprehension. If there are more than 3 words on a page that you do not know then select an easier book.

6. Read a summer weekly newspaper on your grade level every week. Tell your family about what you have read.

7. Read something that interests you in the daily newspaper every day.

8. Read the ads for lost and found pets.

9. Write an ad such as: Lost - Small, brown, short-haired dog named Chip. Child's pet. Reward. 923-1111.

10. Read the special part of a story that you liked best to mother or father.

11. Help your mother cook by reading a recipe for her.

12. Read a short poem and learn to say it.

13. Read safety and other signs that you see on streets, in parks and stores.

14. Make a booklet of signs.

15. On family trips in the car, help the driver by reading highway signs.

16. Collect interesting materials and pamphlets on your trips to be read later and shared at school or make them into a scrapbook.

17. Write a story about your vacation and share it with your class in September.

18. Go to the grocery as often as your mother permits and read the grocery list.

WRITING

1. Write notes for a family bulletin board - a reminder of something to be done, a message for someone who will be home later, or a list of groceries. A large piece of a corrugated box can be used as a bulletin board.

2. Keep a summer diary of birds seen, places visited, new friends or neighbors, your weight and height gains, new things learned, books read, etc. Share it with your class in September.

3. Write some one-sentence tongue twisters in which most of the words in a sentence begin with the same letter. For example: "Four funny fish had fancy feathers" or "Polly Poppins paid a pocketful of pennies for a pot of pink posies."

4. Write a short story every week. Make a book of the stories to give to your grandmother or someone else.

5. Play word games with yourself or with others; for example, you could see how many color words you can think of.

6. Write a list of all the flowers you know.

7. Keep a record of the different automobile license plates you see. See how many states are represented.

8. Write down the names of the states that are on the license plates.

9. Write a letter to someone - grandma, grandpa, a friend or your teacher.

10. Draw the outline of an animal, cut it out and write a letter to a friend on it.

11. Get a Pen Pal and write to him or her. A rainy day is a good time to chat on paper with your Pen Pal.

12. Write some two line jingles like - The moon is high
    Up in the sky.

13. Write some riddles and have someone try to guess the answers. Samples: What is the best thing to put in a pie? Answer: Your teeth. I am yellow. I am good to eat. I am long. I grow on a plant. Monkeys like to eat me, too. What am I? Answer: A banana.

14. Have a race with someone by writing rhyming words such as bell, cell, dell, fell, jell, sell, tell, well, shell, spell, smell, swell.

15. Practice writing your name, address, zip code number and telephone number.

16. Another rainy day writing activity might be to write down everything feet can do as dance, skip, etc.

17. Write everything your hands can do as lift, clap, etc.

MATH

1. Check the date on the calendar every day and notice the number of days in each month.

2. Count the number of days of vacation.

3. Say the names of the days of the week in the right order.

4. Say the names of the months in the right order.

5. Count change every time you get the chance.

6. Say your 2's, 5's, 10's and 3's or write them.

7. On a rainy day have someone flash math combinations to you through the sum of 20.

8. Write all the combinations on paper that you can think of.

9. Make addition and subtraction houses.

10. Roll large dice and add the two numbers that turn up.

11. Count and add things along the way as you travel, such as cars, cows, white horses, green houses, etc.

12. Add the numbers on the license plate on the car in front of you or anywhere you see one.

13. Check the mileage indicator on your car before you leave on a trip and then when you return. Then figure out how far you traveled. You may need help if it's a long trip.

14. Keep track of the gasoline that dad purchased on the trip.

15. Go to the store with your mother at least 3 or 4 times this summer. Read the grocery list for her.

16. Help her find the things on the list. Learn what is sold by the pound, quart, bunch or dozen.

17. Tell the time every time you see a clock.

18. Make a toss game from empty tin cans of different sizes. Paste numbers on cans and toss balls, jar rubbers or bean bags in them. Keep score.

19. Make a cold drink stand from boards and bricks and with mother's help on making the drink you can set up shop out front and learn to make change quickly. You will then have some spending money.

20. Using some large empty carton such as washer, refrigerator, stove, or moving container you can make a play post office and have your friends write letters and mail them.. Someone could be the mailman and deliver the letters.

21. A play store helps you to learn how to ccunt money and can easily be set up. The counter can be made of boards and bricks and some other thing at hand for a place to display the articles to sell. If this is planned it is well to prepare ahead by saving empty boxes, cans and containers from mother's kitchen. You can use and add the prices on them that mother paid or you can mark your own prices. You could use play money and also have some charges. The buyer should always check your addition.

22. Have a penny, nickel and dime yard sale of things you don't use. Give the money to some organization.

23. On a rainy day make your Roman numerals to 30 with toothpicks. It's fun.

24. Count the cars or trucks that pass your house in one day or perhaps one hour.

25. Use empty containers that mother has discarded to measure the amount of water they will hold. Perhaps mother will let you help measure the ingredients while she is baking.

26. Invent a number code so that you can talk to your best friend and give him a copy. Just decide to have each letter represented by a number and make words by numbers. A could be 3, B could be 14 and C could be 11. Cab would be written 11-3-14.

SCIENCE

1. Start a collection of any of the following or use an idea of your own. Examples are seeds, stones, bark, leaves, pine cones, interesting shaped pieces of wood, pictures, stamps, buttons, shells, maps, historic post-cards, pressed flowers, coins or baseball pictures.

2. Collect and press or preserve different kinds of leaves. Label them and take them to school in September.

3. Explore your yard. How many kinds of insects live there? plants? birds ? animals? What lives in a tree? in the grass? Make lists.

4. Use a reading or magnifying glass to look closely at insects. Examine their legs, wings, eyes and color.

5. Find an ant colony or an ant hill. Spend as much time as you can watching them work. Notice what heavy loads they carry. They are very interesting insects. Ants live in something like an apartment house. If you have an ant farm and need some ants, be sure that they all come from the same place or they will destroy each other.

6. Always be on the lookout for interesting and unusual stones and bones--they may be fossils.

7. If you are interested in space, view some rockets (pictures or models) and try to make one. You can use an old washer agitator to start with but don't plan to go to the moon in it.

8. Watch a pair of birds build their nest. Tell someone all about it. You might like to write a story about each thing that the birds did or count the number of trips that they made to the nest in one hour.

9. Buy a magnet with your allowance and see how many things it will pick up. Try to remember or find out why it picks them up.

10. Learn to know poison ivy (three shiny green leaves) so that you can stay away from it.

11. Do some experimenting. See how well your friends or family can identify materials by touch, smell or taste. For example, for touch, gather ten objects such as a button, coin, nail, pebble, checker, key, piece of sponge, bottle cap, twig and figurine. Blindfold the person to be tested and see how many things he can guess correctly.

SOCIAL STUDIES

1. If at all possible try to talk to people who have interesting jobs in your town. Ask them questions about their work. Find out how they do what they do; for example, the postman, fireman, baker, carpenter, pilot, mason, gardener, barber or the shoe repairman. If you go to the zoo or circus, ask the zoo keeper or a circus performer about their jobs.

2. Make a map of the grounds around your house and mark everything with its name (street, house, dog house, woods, pond, orchard, garden, barn or whatever you have.) If mother permits, a good place to draw a map with chalk would be on your paved driveway.

3. If possible draw a map of your town and put everything that you know about in the right place. Perhaps mother or father could help you.

4. Make a safety inspection of your house and surroundings. Decide where accidents are likely to happen and how they can be prevented. Give a report to your parents.

5. If you have a globe or a map try to locate where you've been or where a relative lives. Read the names of the states on a United States map.

6. Make a booklet of your state. If at all possible visit your state capitol. You will learn many things and get many pamphlets and pictures for your booklet. Try to find a picture or draw the state tree or leaf, the state flag, bird, flower, motto and seal. Find out what your state is known for growing or manufacturing.

7. Draw or get a map of your state and mark where you live and where you have been. This would be something to share in school.

TOPICS TO TALK ABOUT

1. Listen for the weather report and be responsible for telling the family what is forecast for the next day.

2. Talk with your parents about the meanings of words like happiness, responsibility, cooperation, patience, fair play, accidentally, self-control, honesty and good behavior.

3. Try to name the parts of a car to your dad.

4. Talk about something new that you've heard or read about. See if your mother or father knew it before.

5. Talk over a project with your dad or your mother and then plan when you will do it.

6. Talk about where the states are that you see on out-of-state license plates as you are riding along.

7. Discuss with your parents the words north, south, east, west and how you can tell which direction each is.

8. See who can be the first to name the make of car that's nearest to yours.

9. When you are eating with your family discuss the various tastes you find in food.

THINGS TO MAKE AND DO

1. With your parents permission and perhaps their help, make a tree house. There is nothing like a tree house when you are young. When it is all finished write down each thing that you did and in the order that you did it. Have fun in the tree house. Share your experiences with your class in September.

2. Make a robot of different sizes of empty tin cans and some wires, etc.

3. Make a walkie-talkie with 2 empty frozen juice cans and a long string.

4. Make funny men pictures with colored toothpicks for legs, arms and bodies and pop bottle caps for heads. Glue on paper.

5. Make a play fish pond. Use a stick, string and bent pin for the fishing pole. When you and your friends fish someone hidden will fasten a word, secret message, question or command on your hook for you to do or say.

6. Have a neighborhood party and ask everyone to use old clothes and scraps to dress up like someone everybody should know or a story book character. Give a prize for the one guessing the most right.

7. Take drinking straws and a sheet of colored paper or colored drinking straws and white paper. Create your own picture pattern by placing the straws on the paper. Straws may be cut in different lengths and pasted to construction paper with rubber cement. With rubber cement straws can be replaced if you change your mind about the design.

8. Buy a bag of different sized corks and make cork animals. You may glue on feathers, pipe cleaners, felt or beads. For example, you can use smaller corks for a pig's nose or a horse's head and fasten them on with glue or toothpicks. Decorate with crayons or paints. If paint is used be sure that it is thick.

9. Make a vacation Peep Show in a shoe box. Create a scene, draw and cut out people, animals, trees and then glue into place with tabs cut right on the pictures. Cut slots in top of box to let light into the scene and tape the lid onto the box. Now make a small hole in the end of the shoe box opposite the scene and the Peep Show is ready for viewing.

10. Make muffins from a "ready-mix." Do all the reading and measuring yourself.

11. Decide on three things that you will do to help your mother to keep the house in order every day. For instance:

    1. Put things away after using them.
    2. Pick things up off the floor whether you put them there or not.
    3. Make your bed each day.